DOCUMENT RESUME

ED 322 848 HE 023 791

TITLE Student Learning Outcomes. Students' Survey Results on Advanced Education and Employment Benefits.
INSTITUTION State Univ. of New York, Saratoga Springs. Empire State Coll.
PUB DATE 84
NOTE 45p.
AVAILABLE FROM Office of Research and Evaluation, One Union Avenue, Empire State College, Saratoga Springs, NY 12866 (single copy $8.75; quantity price $7.00).
PUB TYPE Reports - Descriptive (141) -- Information Analyses (070)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Degrees (Academic); *Educational Benefits; Employment Potential; *Graduate Surveys; Higher Education; Masters Programs; *Outcomes of Education; Program Effectiveness; Vocational Followup
IDENTIFIERS *State University of New York Empire State Coll

ABSTRACT

This report on student educational outcomes is based on 1982/83 surveys of 1978 through 1982 graduates of programs at the Genesee Valley Regional Center (n=135) and the Metropolitan Regional Center of the Empire State College (ESC) (n=144) of New York. The report reflects information concerning graduates' current employment circumstances, graduate school progress, outcomes from earning an ESC degree, and their feelings of the most important benefit gained from their ESC experience. Tables of data are provided showing graduate occupations, types and numbers of degrees awarded, graduate schools attended, academic fields studied, and the direct results of earning an ESC degree. Contains 9 references. (GLR)

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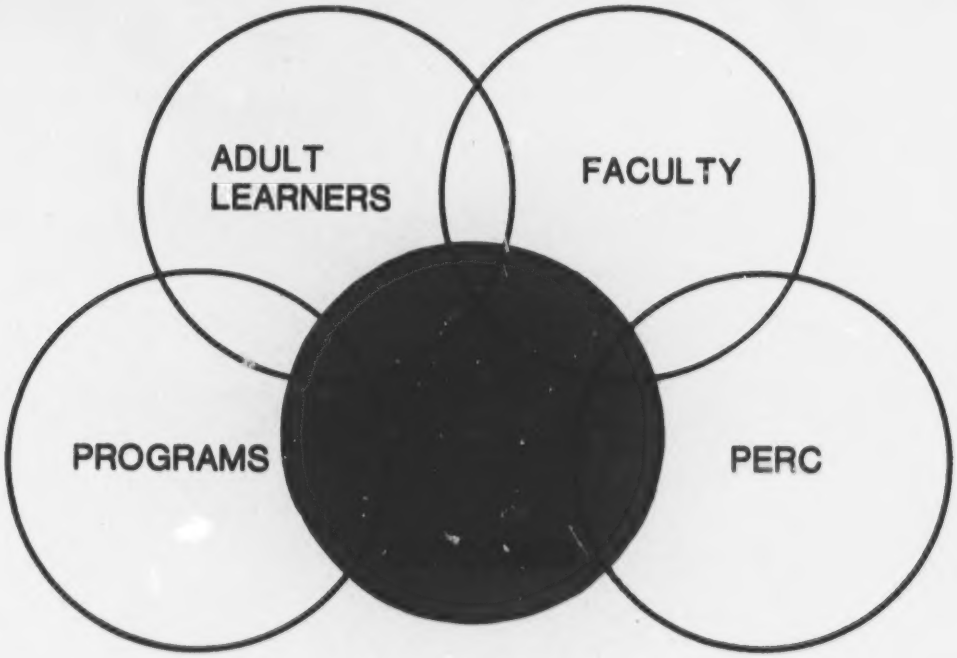

STUDENT LEARNING OUTCOMES

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STUDENT LEARNING OUTCOMES

STUDENTS' SURVEY RESULTS ON ADVANCED EDUCATION AND EMPLOYMENT BENEFITS

Prepared by

Office of Research and Evaluation
Empire State College
Saratoga Springs, New York

1984

TABLE OF CONTENTS

Part I:	Genesee Valley Regional Center	
	Introduction	1
	Graduate School Progress	2
	Current Employment Circumstances	3
	Outcomes from Earning an ESC Degree	4
	Most Important Benefit Gained	8
	Tables	12
	References	20
Part II:	Metropolitan Regional Center	
	Introduction	21
	Graduate School Progress	22
	Current Employment Circumstances	23
	Outcomes from Earning an ESC Degree	24
	Most Important Benefit Gained	27
	A Few Concluding Observations	29
	Tables	32

STUDENT LEARNING OUTCOMES

RESULTS OF A GENESEE VALLEY GRADUATE SURVEY

Compiled By

Office of Research and Evaluation

Revised June 1983

Introduction:

The alumni office first surveyed ESC graduates in 1978 and since then has been conducting a survey of all ESC students who graduate each year. By 1982, it became necessary to update certain information on the early graduates and an alumni survey update form was sent to all those graduates who had responded to the original survey and who had graduated in 1978 or earlier. A total of 919 GVRC students had graduated by 1978 and 353 (38 percent) had responded to the original alumni office survey (Alumni Office Report, 1979). In August 1982, the alumni survey update form was sent to 327 GVRC graduates. Unknown addresses accounted for the difference between the original group of 353 and 327; 34 survey forms were also undeliverable in 1982. In February 1983, a follow-up form was sent to all those not responding by then. Of the total of 293 eligible respondents, 135 completed the update form, a response rate of 46 percent. These 135 respondents constituted 15 percent of all the GVRC graduates through 1978.

Although the response rate from the original group may not be as high as we would like it to be, the data provided by these graduates does give us a very recent picture of four types of outcome information: graduate school progress; employment changes; an update on what happened to the individual as a direct result of earning an ESC degree; and the person's assessment of the single most important benefit arising from an ESC education. Since the alumni

office had already collected this information from GVRC graduates who had earned a degree between 1972 and 1978, the research office staff thought it would be useful to quickly tabulate and report on the learning outcomes of this group. Since this group of graduates has had sufficient time to attend graduate school and/or to obtain significant employment benefits, this report provides an important part of the outcome data to be considered in the overall evaluation strategy for Genesee Valley.

GRADUATE SCHOOL PROGRESS

GVRC graduates were asked to indicate if they had pursued a graduate level program of study, the degree they sought, the field of study and the year completed. Forty-four percent of the group had already completed a graduate degree or certificate program (e.g. teachers) and nine percent were currently enrolled in a graduate program. Thus 53 percent of this sample had or were presently seeking a graduate degree, a rather high figure when contrasted to the college overall rate of 40 percent reported in the 1978 alumni survey. Fourteen people had earned two degrees and/or a certificate. For example, two people had earned a masters degree and then a Ph.D.; one person earned a master's degree in health education and then earned a B.S.N. degree through the Regents External Degree program; another person earned a master's degree in political science and then a law degree; and several completed master's degrees and then a certificate program required for teaching or work in learning disabilities.

GVRC graduates attended 37 different graduate institutions, 22 (59 percent) of which were private institutions and 15 (41 percent) were public (see Table 1, Appendix for list of institutions). Twenty-six people (32 percent) attended six different SUNY institutions; SUC-Brockport attracted the largest number of people (15 or 19 percent). Thirty-three people attended private institutions in New York; Rochester Institute of Technology, Nazareth

College and Elmira College attracted the largest number (6 or 8 percent). Twenty-two people (27 percent) chose out-of-state institutions. Three of these institutions were non-traditional in nature--Antioch University-West; Goddard College; and Nova University. Just over one-quarter (26 percent) of those attending graduate schools selected programs within the general Rochester geographic area.

Fifty-eight percent of the individuals who sought advanced education pursued master's of science or arts degrees and eleven people (14 percent) completed certificate programs necessary to their credentials for teaching or other specialized fields (see Table 2, Appendix). Four people completed professional degrees (theology and law) and four sought Ph.D. degrees. A total of 60 people (78 percent) sought master's level degrees of some type.

Over one-third (39 percent) of the individuals studied subjects in the field of education and another fifth pursued degrees in the social sciences (see Table 3, Appendix). Ten percent of the ESC graduates sought graduate degrees in public affairs areas and also in business fields and health services. Fields of study involving administration (educational, business, public, community service) accounted for 23 percent of all the fields studied by ESC graduates.

Almost half of the ESC graduates (49 percent) are either currently enrolled in a graduate program or graduated from a program in the past three years (see Table 4, Appendix). One third (31 percent) earned their degrees in the years 1978 and 1979; very few earned degrees prior to 1975. Recent pursuit of advanced education marks the GVRC graduates.

CURRENT EMPLOYMENT CIRCUMSTANCES

Almost all (93 percent) of the GVRC graduates are currently employed, most heavily in professional (27 percent) and supervisory/administrative level positions (27 percent) (see Table 5, Appendix). Only two people were

unemployed. Eleven percent were self-employed, in such activities as textile artist, a custom hand-weaving studio, a private therapist, a potter, a free-lance writer, and a catering business. There were no graduates in skilled or semi-skilled jobs and very few in sales and clerical type occupations. Six percent of the graduates were executives, such as a president of an office systems consulting firm, a secretary/treasurer of a machinery manufacturer and a vice president of tool and machine company. Nineteen people (14 percent) held the title of director in their present job, such as program director of a regional counsel of health and social services, director of occupational therapy, or director of a county nutrition program.

Table 5 also contains data from a college-wide 1975 survey of graduates which provides a comparative base for the GVRC data. The major differences revealed by this comparison are: GVRC graduates hold more self-employed and more executive level positions and fewer semi-professional and skilled trades positions than found in the college as a whole. The remaining occupational categories are remarkably consistent.

When examining the GVRC graduates' occupations by type of field, we find a third (33 percent) in business, 36 percent in education, 14 percent in medical-health jobs; 10 percent in governmental work, and the remainder scattered in social service, law enforcement and professional fields (see Table 6, Appendix). When compared to the 1975 ESC survey, GVRC graduates are concentrated in educational fields (30 percent to 21 percent), business fields (33 percent to 16 percent) and government positions (10 percent to 7 percent) (see ESC Students, October 1976, Table 2).

OUTCOMES FOR EARNING AN ESC DEGREE

GVRC graduates were asked what happened to them as a direct result of earning an ESC degree. Responses to this open-ended question were coded into three major areas of direct impact: employment (58 percent of the responses);

education (22 percent); and personal (13 percent) as shown in Table 7, Appendix. Fifteen percent of the graduates cited a new job with opportunities for advancement in the future as a direct result of obtaining an ESC degree; twelve percent said job promotion was a direct benefit of the degree. A woman who is now president of her own office systems consulting business said: "The ESC degree opened the door to a job at IBM. The job at IBM gave me the technical knowledge and personal and professional development I needed to start my own business." Another student, a recent high school graduate, said: "Because I was able to intern while earning my A.S. degree at ESC, I later found employment with the youth organization that offered me the internship." An administrative assistant to a director of libraries at a SUNY campus reported: "I was promoted to SG-12 because I had a four year degree. I am now a liaison person for the library on several professional committees. I give workshops for continuing education on campus and for outside business groups on assertiveness training, stress, and time management."

The one person who lost her job earned a B.S. degree in personnel administration in 1979 and remarked: "I spent sixteen months as an employment interviewer at the department of labor until the state cut back on funds at which time I reverted to my original title and job as a stenographer." Illustrating the case of a new career change is this woman's comments: "After receiving a B.S. degree from Empire State, I was able to take a certification exam for a specialty in medical technology, my previous occupation. I continued my education at Rochester Institute of Technology earning an M.S. degree in instructional technology. I was working in a hospital laboratory at that time. One year later, I left the hospital and began a new career as a technical writer and training designer at a major company in Rochester." Finally, a senior engineer with a newly formed digital equipment switching

company cited a dramatic change in his work life. "As a result of earning my degree, I was asked to be on the founding team of a new company. As the company has grown so have my responsibilities. In addition to circuit and system design, I have major responsibilities in component testing, test equipment selection, working with vendors, and interviewing applications for hardware jobs."

Fifteen percent of the GVRC graduates stated that completing the ESC degree was necessary to their pursuit of a graduate degree. For example, a man who completed an M.B.A. degree at Rochester Institute of Technology and is currently working on a second master's degree in taxation is employed as an associate in a large insurance company, answered: "Without my ESC degree, I would not have earned my M.B.A. ESC opened up a million opportunities for me. Through this chain of success I have gained a great deal of confidence and happiness. I am more productive--for me, my family and our economy. My career success is directly related to my ESC beginnings."

Another graduate who went on to obtain a master's degree in creative studies and a teaching position in a broadcast department of a SUNY institution replied: "I was able to attend graduate school and develop a broadcast coverage style for a large upstate city's hockey telecasts which I presently direct." A woman who completed her ESC degree in parapsychology and journalism, earned a master's degree in psychology at SUNY Brockport, and is currently enrolled in a Ph.D. program in social psychology at University of Rochester, stated: "I became involved in parapyschological research, joined the Parapsychological Association, and am now editor of their directory. I wrote To Sketch a Plank: A Survey of Psychokinesis published in 1981, which has been very favorably reviewed by all parapsychologically oriented publications. The single most important benefit of my ESC education was the

fact that my committee insisted that I get involved in doing research myself, instead of just writing about it as I had planned."

Under the personal outcome category, five percent of the graduates reported nothing happened after receiving an ESC degree, six percent said they assumed leadership positions in their communities, and one percent cited personal enrichment as a direct result of obtaining an ESC degree (see Table 7). One person, who volunteers as an auxiliary aide in a local hospital two days a week and in a library two days a week, stated: "Nothing happened, but I am still trying. I am usually turned down by my age of 82." Another person who said she was still "just a housewife" replied: "I have always tried to be a good citizen but nothing different has happened to me due to the degree." A woman graduate who is a free-lance writer for children and a hospital volunteer said: "Nothing exterior happened. I gained more self-knowledge, more self-esteem, more self-confidence so that I am now going-it-alone in writing. However, my husband is paying the bills. I'm not yet self-supporting but am getting enough published to keep me going."

A criminal investigator working for a county sheriff's department reported that he was "elected to a local board of education and became eligible to teach law courses at a community college" as a result of earning an ESC degree. Another person said he had become a part of a fourteen member national negotiating committee for his union's 1981 contract negotiations and still another person said she had become active in the local March of Dimes campaign. An example of personal enrichment was the statement of this person who is a therapist in private practice with a master's degree in psychology, "The experience of creating my own learning program encouraged the same value in creating my own style of doing therapy--which combines art, psychology, an understanding of the learning process, and an underlying connection in my work

toward continued spiritual growth. ESC's value of self-designed curriculum validated a recognition that the inner voice of a person will direct outer action."

MOST IMPORTANT BENEFIT GAINED

GVRC graduates were asked what was the single most important benefit they obtained as they looked back on their ESC education. Responses to this open-ended question were coded into four benefit categories: developmental (45 percent of all responses); academic (30 percent); professional (11 percent); and programmatic (10 percent), (see Table 8, Appendix for full list of benefits).

Under the largest category of developmental benefits, 17 percent of the graduates reported improved self-confidence as the most important benefit; eight percent cited increased independence; and seven percent each said increased self-fulfillment and six percent reported improved self-discipline (see Table 8). Illustrating these developmental benefits are the following group of graduates' comments:

> A private duty nurse: "Sense of accomplishment in obtaining my degree through independent study and planning."
>
> A recreation therapist in a local hospital with a master's degree in community mental health counseling said: "I became more disciplined. I felt a sense of accomplishment and achievement."
>
> A director of a public library with a M.L.S. degree: "I gained a sense of my own ability to accomplish a long-desired goal."
>
> A secondary education teacher said: "I increased my ability to pursue independent historical research, creative thought, and the opportunity to study under an 'excellent' teacher."
>
> A county social services case worker stated: "The degree reinforced my ability and confidence to enter a new field of work."
>
> A staff nurse in a health services center: "Personal satisfaction of consolidating all my educational efforts into a degree,--obtained after three daughters had completed their B.S. requirements with nursing majors also."

Within the category of academic benefits, 19 percent of the graduates cited as the most important benefit the earning of a college degree and the educational credibility that comes with it. Seven percent reported their intellectual curiosity had been aroused and they were pursuing academic interests now on their own. The following comments from the graduates illustrate these two academic benefits:

> A women who is a school library media specialist with an M.L.S. degree said: "The opportunity to earn a college degree. With six children and a full time job, ESC was the only answer to my pursuit of an education."
>
> An executive who earned a Ph.D. reported: "Your college has provided me with the opportunity to continue my education in graduate work in a field of study that is compatible with my business pursuits. To be able to obtain a college degree at my own pace, without interfering with my professional occupation, and permitting me to have a broader overview of other disciplines and subjects outside my business discipline was a great benefit."
>
> A property underwriter for an insurance company who has completed a master's degree in urban studies and is planning to pursue a Ph.D. degree said: "I obtained an unquenchable desire and thirst for knowledge. Traditional education was not inspiring to me."
>
> A director of nursing in a health center commented: "Increased knowledge of organizational structures and personnel management was the most important benefit. I applied a problem from economics to my work area which instituted a significant positive change in staffing at work."
>
> An assistant professor at a community college who completed a master's degree in counseling stated: "The ability to do independent data collecting and conceptualizing and synthesizing information with data I already knew. A great learning experience! I learned to raise questions for myself."

Under the professional category, relationships with mentors were cited most frequently although there were several other important benefits mentioned. The comments below reflect a sample of the professional benefits obtained.

> A young woman graduate: "Because I was fresh out of high school, the relationship with my mentor was extremely positive and helpful to my development as a person and my intellectual growth."
>
> A self-employed graduate said: "I learned a lot from my mentor; he was a wonderful model for me--a teacher without being pedantic. He taught me by osmosis what it means to be a humanities educator, and was open to my progress as an eager and developing learner."

A coordinator of special education programs who earned a master's degree and a certificate in learning disabilities reported: "An excellent mentor and overall conditions of learning."

Two excerpts are sufficient to illustrate the innovative program features of the college cited by GVRC graduates: A woman who is a regional coordinator for a head start project and presently pursuing a master's degree in early childhood education at a SUNY campus said: "Being able to learn through actually working in the field is the most important benefit. Combining practical experience with the academic study on a day-to-day basis is a great benefit." An associate director of continuing education at a SUNY campus who went on to complete a master's degree said: "ESC provided a means of consolidating into a unified program all of the varied educational and occupational experiences I had, thus enabling me to achieve a degree."

In the 1975 survey, ESC graduates were asked to identify their single most important learning experience at the college. Very similar responses were obtained: 44 percent said developmental benefits were most important contrasted to 45 percent by the GVRC graduates (Table 8, Appendix); 33 percent cited academic benefits compared to 30 percent at GVRC; 10 percent cited professional benefits compared to 11 percent at GVRC; and 10 percent cited programmatic features as did 10 percent at GVRC (see ESC Students, November 1976, Table 1). Seven years after the 1975 survey, GVRC graduates were reporting very similar benefits from their ESC educational experiences.

A FEW CONCLUDING OBSERVATIONS:

The results of tabulating recent GVRC alumni office update forms show several interesting patterns. First, there is a clear and significantly larger commitment by those graduates than all ESC graduates to pursue advanced levels of education and obtain certificates representing additional study beyond the baccalaureate degree. For a college that is primarily serving

working, middle-aged adults who were not able to earn a college degree earlier in their lives, the fact that over half of the center's graduates have completed or are presently completing advanced degrees is remarkable. The GVRC experience demonstrates well the conclusion of much research on adult learners: completing one degree reinforces and strengthens the desire of adults to pursue further education. An intriguing minority (10 percent) of GVRC graduates hold two advanced level degrees.

Second, GVRC graduates are more likely to be employed in the fields of education, business and government in professional, executive, and self-employed positions than the average ESC graduates (1975 survey). Fifty-eight percent of the GVRC graduates identified major positive employment changes as a result of earning an ESC degree--new jobs, new careers, job promotions, more responsibility, higher pay and so on. There is a strong relationship between those graduates continuing their education and those same individuals reporting very important occupational achievements. Success in one area fosters success in another.

Finally, developmental and personal benefits take on major significance for at least half of the graduates. Although not formally a part of their ESC educational objectives or contract studies, graduates report consistently that the single most important benefit from their ESC education was improved self-confidence, independence, self-discipline, self-fulfillment and self-evaluation. These developmental benefits seem to reinforce well the educational and occupational outcomes which were found mutually reinforcing earlier. What emerges from these graduates' statements is a tripartite set of outcomes--educational, occupational and developmental--that are mutually reinforcing and self-generating. According to the graduates, the educational program at GVRC is having important impacts upon the lives and futures of the individuals earning an ESC degree.

Table 1

Graduate Schools Attended

SUNY	N	%
Brockport	15	(19)
Buffalo - University Center	4	(5)
Geneseo	3	(4)
Cortland	2	(2)
Fredonia	1	(1)
Binghamton	1	(1)
Subtotal	26	(32)
Private Institutions - New York State		
Rochester Institute of Technology	6	(8)
Nazareth College	6	(8)
Elmira College	6	(8)
Syracuse University	3	(4)
University of Rochester	3	(4)
Colgate Rochester Divinity School	2	(2)
Cornell University	2	(2)
Long Island University - C.W. Post	2	(2)
Long Island University - Southhampton College	1	(1)
Alfred University	1	(1)
St. Bonaventure University	1	(1)
Subtotal	33	(41)
Out-of State		
Johns Hopkins University	2	(1)
Temple University	1	(1)
University of Virginia	1	(1)
University of Iowa	1	(1)
University of New Mexico	1	(1)
Bentley College, MA	1	(1)
College of St. Joseph	1	(1)
International College	1	(1)
Columbia Pacific University	1	(1)
Antioch University-West	1	(1)
Goddard College	1	(1)
Nova University	1	(1)
Memphis State University (TN)	1	(1)
Harding Graduate School of Religion (AR)	1	(1)
Florida A & M University	1	(1)
Florida State University	1	(1)
Flordia Atlantic University	1	(1)
San Diego State University	1	(1)
Trinity University Graduate School (TX)	1	(1)
University of Quebec at Montreal	1	(1)
Subtotal	21	(27)
Grand Total	81	(100)

Source: Alumni Office Survey, Update Form, Fall 1982. The total number of graduate schools attended (81) exceeds the number of individuals attending and completing graduate programs (72) because a few people attended two institutions.

Table 2

Type of Degree Earned (or Presently Pursued)

Type of Degree	N	%
M.S.	31	(40)
M.A.	14	(18)
M.B.A.	5	(7)
Ph.D.	4	(5)
M. Divinity	3	(4)
M. Public Administration	3	(4)
M.F.A.	2	(3)
M.L.S.	2	(3)
J.D. - Law	1	(1)
B.S.N	1	(1)
Certificate Program	11	(14)
Total	77	(100)

Source: Alumni Office Survey, Update Form, Fall 1982.

Table 3

Specific Academic Fields Studied by Program Categories*

	N	%
Education:		
Education - Teacher Cert.	9	
Reading Specialist	4	
Early Childhood Education	3	
Educational Administration	3	
Learning Disabilities	2	
Instructional Technology	2	
Adult Education	2	
Educational Counseling	1	
Special Education	1	
Curriculum Development	1	
Subtotal	28	(39%)
Social Sciences:		
Counseling	3	
Psychology	2	
Political Sociology	1	
History	1	
Social Psychology	1	
Law, Education and Mental Health	1	
Criminal Justice	1	
Political Science	1	
Combined Social Science	1	
Urban Studies	1	
Human Development and Family Studies	1	
Subtotal	14	(20%)
Public Affairs & Services:		
Community Service Admin.	4	
Public Administration	2	
Security Administration	1	
Subtotal	7	(10%)
Business and Economics:		
Business Administration	6	
Business Education	1	
Subtotal	7	(10%)
Health Services		
Health Care Administrator	3	
Nursing	1	
Management & Occupational Therapy	1	
Community Mental Health Counseling	1	
Gerontology	1	
Subtotal	7	(10%)
Professional Schools:		
Theology	3	
Law	1	
Subtotal	4	(5%)
Fine and Applied Arts:		
Studio Arts	1	
Fine Arts	1	
Subtotal	2	(3%)
Science and Technology:		
Physics	1	
Computer Science	1	
Subtotal	2	(3%)
Grand Total	71	(100%)

Source: Alumni Office Survey, Update Form, Fall 1982.

* The specific subject studied was initially designated by the respondent. Subjects were grouped according to HEGIS categories as stated in the Program Classification Structure Manual, National Center for Higher Education Management Systems, Boulder, Colorado, 1972. The difference between fields studied (71) and degrees earned (77) is accounted for by six people not identifying the subject studied.

Table 4

Year Graduate Degree Completed

Year	N	%
Currently Enrolled	16	(21)
1982	2	(2)
1981	9	(12)
1980	11	(14)
1979	14	(18)
1978	10	(13)
1977	4	(5)
1976	5	(6)
1975	3	(4)
1974	2	(2)
Not Identified	1	(1)
Total	77	(100)

Source: Alumni Office Survey, Update Form, Fall 1982.

Table 5

GVRC Graduates' Occupations and ESC 1975 Graduates' Occupations

	GVRC Graduates 1982 Survey N	%	GVRC Graduates 1975 Survey N	%
Professional	36	(27)	167	(28)
Semi-Professional	17	(13)	104	(18)
Executive	8	(6)	4	(1)
Supervisor/Public Official	36	(27)	141	(24)
Technical	7	(5)	31	(5)
Small Business Owner/Self Employed	15	(11)	12	(2)
Sales	3	(2)	9	(2)
Clerical	3	(2)	12	(2)
Skilled, Semi/Unskilled trades	0	---	20	(4)
Homemakers	3	(2)	30	(5)
Retired or other	5	(4)	27	(4)
Unemployed	2	(1)	34	(5)
Total	135	100	591	100

Sources: Alumni Office Survey, Updated Form, Fall 1982, and ESC Students: Work Experiences and the ESC Degree, GR13, October 1976. The occupational classification scheme used here is adapted from the U.S. Bureau of the Census framework and elaborated to fit the particular occupational backgrounds of ESC students.

Table 6

Occupational Fields of GVRC Graduates (1982)

Occupational Field*	N	%
Education:		
Classroom teachers	12	
College teachers	10	
Administrators	9	
Librarians	4	
BOCES technical teachers	2	
Subtotal	37	(30%)
Business:		
Self-employed	16	
Manufacturing-industrial aerospace	9	
Sales and Marketing	6	
Electronics, data services	4	
Financial-securities	2	
Newspaper publishing	1	
Technical writing	1	
Management consulting	1	
Film critic-newspaper	1	
Subtotal	41	(33%)
Medical-Health:		
Instructors, counselors	8	
R.N.'s-nursing	4	
Administrators	4	
Occupational therapy	1	
Dental Hygiene	1	
Subtotal	18	(14%)
Government:		
Federal	3	
State	4	
County	3	
City	3	
Subtotal	13	(10%)
Social Services:		
Social workers	3	
Counselors, trainers	3	
Administrators	2	
Subtotal	8	(6%)
Law Enforcement:		
Detectives, investigators	2	
Administration	3	
Subtotal	5	(4%)
Professional:		
Ministry	2	
Law	1	
Subtotal	3	(2%)
Grand Totals	125	(99%)

Source: Alumni Office Survey, Update Form, Fall 1982. Ten graduates did not have occupational titles (e.g. unemployed, retired) which could be used to classify them into an occupational field.

Table 7

Direct Impact of Earning an ESC Degree

Employment:	N	%
New job with opportunities for future	27	(15)
Job promotion	23	(12)
Entered new career (not job in same line of work)	12	(6)
Greater job responsibilities	11	(6)
Received higher pay/job benefits	10	(5)
Improved job security	9	(5)
Increased professional status	8	(4)
Set up own business--confidence to take a risk	6	(3)
Lost job - funds cut	1	(1)
Still seeking full-time employment	1	(1)
Subtotal	108	(58)
Education:		
Entered and/or completed graduate school	27	(15)
Continued and expanded educational interests - became self-directed learner	9	(5)
Became involved in research, writing, publishing, editing	4	(3)
Did management consultant work	1	(1)
Subtotal	41	(22)
Personal:		
Became a community leader	11	(6)
Nothing happened	10	(5)
Personal enrichment	2	(1)
Subtotal	23	(13)
No Answer	13	(7)
Grand Total	185	(100)

Source: Alumni Office Survey, Update Form, Fall 1982. Question asked: "What has happened to you (e.g., employment circumstances, community involvement, etc.) as a direct result of earning an ESC degree?" A total of 185 responses exceeds the number of graduates (135) because many graduates provided more than one outcome from earning an ESC degree.

Table 8

SINGLE MOST IMPORTANT BENEFIT GVRC GRADUATES OBTAINED

Most Important Benefit		N	%
Developmental:			
Improved self-confidence		28	(17)
Increased independence		13	(8)
Increased self-satisfaction and self-fulfillment		12	(7)
Developed self-discipline and self-motivation		10	(6)
Opened new opportunities/broadened horizons		6	(4)
Improved self-evaluation/clarified goals		6	(4)
	Subtotal	75	(45)
Academic:			
Obtained a degree/certification/credibility		31	(19)
Aroused intellectual curiousity and own academic interests		12	(7)
Developed research skills		4	(2)
Create and plan own educational experience		3	(2)
	Subtotal	50	(30)
Professional:			
Relationships with mentors as teachers/models		11	(7)
Equality with peers who hold degrees		2	(1)
Career in my chosen field		2	(1)
Became teacher in community college		2	(1)
Became sole wage earner		1	(1)
	Subtotal	18	(11)
Program Features:			
Combine academic study and work at same time		9	(5)
Credit for prior learning		7	(4)
Low cost - inexpensive degree		1	(1)
	Subtotal	17	(10)
	No Answer	7	(4)
	Grand Total	167	(100)

Source: Alumni Office Survey, Update Form, Fall 1982. Question asked: As you look back on your ESC education now, what is the single most important benefit you obtained? A total of 167 responses exceeds the number of graduates (135) because several graduates cited more than one benefit obtained.

The research office staff want to acknowledge the support and work of Marge Meinhardt and alumni office staff who were responsible for administering the survey and for supplying the research office with the data compiled in this report.

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STUDENT LEARNING OUTCOMES

RESULTS OF A METROPOLITAN REGIONAL CENTER GRADUATE SURVEY

Compiled By

Office of Research and Evaluation

May 1985

STUDENT LEARNING OUTCOMES

Introduction:

The alumni office first surveyed ESC graduates in 1978 and since then has been conducting a survey of all ESC students who graduate each year. By 1982, it became necessary to update certain information on the early graduates and an alumni survey update form was sent to all those graduates who had responded to the original survey and who had graduated in 1979 or earlier.* A total of 597 Metropolitan students had graduated by 1978 and 231 (38%) had responded to the original alumni office survey (Alumni Affairs Report, 1979). In August 1982, the alumni survey update form was sent to 231 MRC graduates as well as all the 1979 graduates who had responded to the original alumni survey. Of the total 408 eligible respondents, 144 completed the update form, a response rate of 35%. Responses from these 144 graduates who constituted 19 percent of all the MRC graduates through 1979, are the basis of this report.

Although the response rate from the original group may not be as high as we would like it to be, the data provided by these Metropolitan graduates gives us an updated picture on: graduate school progress; employment changes; the graduates' viewpoint of the direct effects of earning an ESC degree; and the graduates' assessment of the single most important benefit obtained from an ESC education. Since the alumni office had already collected this information from Metropolitan graduates who had earned a degree between 1972 and 1979, research staff thought it would be useful to tabulate and report on the educational and employment outcomes of this group. Since this sample has

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*Research office staff want to acknowledge the support and work of Marge Meinhardt and Evelyn Freeman who were responsible for administering the update forms and for supplying the research office with the data compiled and analyzed in this report.

had sufficient time to attend graduate school and/or obtain significant employment opportunities, this report provides an important part of the outcome data to be considered in the overall evaluation strategy of the Metropolitan Regional Center.

Graduate School Progress

Metropolitan graduates were asked to indicate if they had pursued a graduate level program of study, the degree they sought, the field of study, and the year completed. Forty-one percent of the group had completed a graduate degree or certificate program (e.g. teachers), and 11% are currently enrolled in a graduate program. Thus, approximately one-half of this sample had been or were presently seeking an advanced degree. This significantly contrasts the college's overall rate of 40% in the 1978 alumni survey. Of the 144 graduates surveyed, 13 people had earned two degrees/certificates, while one earned three.

Metropolitan graduates attended 36 different graduate institutions, 30 of which were private institutions (83%), and 6 were state or locally funded (17%) (see Table 1, Appendix for list of institutions). However, 17 people (23%) attended a SUNY or CUNY institution; CUNY-Hunter College attracted by far the largest number of people (11 or 15%). Thirty-eight people attended private institutions in New York State; New York University attracted the largest number (8 or 11%). Twenty students (26%) chose out-of-state institutions. Three of these colleges were non-traditional in nature--Goddard College, Walden University, and Nova University. Over two-thirds (68%) of those attending graduate schools selected programs within the greater New York City/Westchester area.

Thirty-seven percent of the sample who sought advanced education pursued master's of science or arts degrees and 11 percent completed a certificate

program necessary for accreditation in teaching or other specialized fields (see Table 2, Appendix). Six people obtained Ph.D. degrees, while only one completed a professional degree in law. A total of 64 people (44 percent) sought master's level degrees of some type. Almost one-quarter (23%) of the Metropolitan sample obtained master's degrees in social work.

As many as 43% of the Metropolitan graduates are either currently enrolled in a graduate program or graduated from a program within the past three years (see Table 3, Appendix). Over one-third (35%) earned their degrees in the years 1979 to 1981; very few earned degrees prior to 1978. Recent pursuit of advanced education marks Metropolitan graduates.

Almost half (44%) of the individuals studied subjects in the social sciences with social work (24%) by far the largest academic field pursued (see Table 4, Appendix). Slightly over one-tenth studied in each of the following: fine arts and humanities, in business and in education. Fields of study involving administration (business, public, arts, education) accounted for ten percent of all the fields studied by Metropolitan graduates.

Current Employment Circumstances

Eight-five percent of the Metropolitan graduates are either currently employed or are attending graduate school full-time (see Table 5, Appendix). Fourteen people (9%) are unemployed and eight people (6%) are retired. Some of the unemployed may be out of the job market and pursuing their learning for more personal reasons. The two largest categories of employment are professional (29%) and supervisory/administrative level (28%) positions. Five percent were self-employed in such areas as real estate, alcoholism research, graphics, and jewelry design. Only six of the graduates were executives holding such titles as president or vice president of an office supply consulting firm or a tool and machine company. Eleven people (7%) held jobs

with the title of director in them, such as director of security for a large department store or director of counseling.

Table 5 also contains data from a college-wide 1975 survey of graduates which provides a comparative base for interpreting the Metropolitan results. The major differences revealed in this comparison are: MRC graduates hold fewer semi-professional jobs and slightly more supervisory jobs now than they did in 1975. The remaining occupational categories are remarkably consistent.

When examining the Metropolitan graduates' occupations by type of employment field, we find that 27 percent are in business related fields, 25 percent are in educational fields and 23 percent are in medical/health related fields (see Table 6, Appendix). In contrast, MRC graduates studied specific academic subjects in business (12%), in education (12%) and health services (7%) (see Table 5, Appendix). When compared to the 1975 ESC survey, Metropolitan graduates seem to be concentrated in business (27% to 1975 level of 16%) and in social services (18% to 1975 level of 7%) (see ESC Students, Work Experiences and the ESC Degree, October 1976, Table 2).

OUTCOMES FROM EARNING AN ESC DEGREE

Metropolitan graduates were asked what happened to them as a direct result of earning an ESC degree. Responses to this open-ended question were tabulated into three major areas of impact: employment (40% of the responses), education (27%), and personal (22%) as shown in Table 7, Appendix. Twelve percent of the sample cited an immediate job as a direct result of obtaining an ESC degree; ten percent said job promotion was a direct benefit of the degree. A man who is now assistant director for a home health care management firm said: "Employment opportunities immediately increased as a result of receipt of my degree in 1977. Experience gained subsequently resulted in my present position." Another student, who now earns between $20-35,000 per year stated, "ESC changed by life; I became professional and

career oriented." A now retired civil service employee reported: "My degree enabled me to take advantage of promotional opportunities available only to those holding a degree within the civil service."

One person who reports dramatic success remarked: "Since a degree was the bottom line in my work, as a direct result of obtaining my degree, I moved from an administrative line in the University to become an instructor in a labor studies program. From this activity, I was promoted to Coordinator of Trade Union Women's Studies Program, and more recently to Director, Labor-Liberal Arts Program." A man, currently a computer typesetter, said: "It has enabled me to qualify for the independent study program for the Unitarian Universalist Ministry." A senior chief of security and operations for a New York cultural institution states: "I wouldn't have gotten my present position 5 years ago without a degree, which is required. In my position, I have made many arrests and saved several people over the years, which may have not happened had I not been in this present position."

Seventeen percent of the Metropolitan graduates stated that completing an ESC degree was necessary to their pursuit of a graduate degree, while an additional nine percent asserted that it encouraged continuing study. For example, a man who completed his MSW degree at Hunter college and is currently employed as a psychotherapist in a medical center replied: "My BS degree from ESC helped me gain admission into social work school, and from there directly into my present job, which is exactly the type of position I wanted."

Another graduate who went on to obtain a master's degree in business administration and a certificate in theology, before being employed as a senior analyst for Blue Cross/Blue shield replied: "My ESC degree was a

pre-requisite for completing studies at the Mercer School of Theology. I hope to be ordained as a deacon in the Episcopal church, and later as a priest. I plan to enter into a full-time parish ministry."

Within the personal outcome category, 5 percent of the graduates reported nothing happened as a direct result of an ESC degree; 4 percent said the degree increased their confidence, and 4 percent cited personal enrichment as a direct result of an ESC degree (see Table 7). One person who is now retired said, "Nothing really in public life--but I didn't expect any big change or look for it so close to retirement." Another person replied, "Nothing in particular. I went to school for the learning and experience of university life, and am carrying the learning on with readings in my Empire State major, philosophy." A director of security for a department store asserted, "Not much yet, but I'm extremely optimistic." A Metro graduate, and New York University master's recipient added, "Unfortunately, my career has no bearing on the education I pursued. Economic conditions forced me to ['temporarily'] change those plans for which I studied. My present career is an offshoot, though a happy and successful one."

Responses of personal enrichment from an ESC degree included the following: "My degree from ESC gave me the necessary qualifications to teach, also to enroll in education and guidance counseling graduate programs. This background enabled me to secure my present position as a facilitator. Inherent in this is the fact I truly enjoy what I do and it was ESC that started me on my way. I should add that I would have been unable to attend traditional classes because of personal commitments; I shall always be grateful." Another person cited, "self-esteem, self-worth and recognition on the job," as a direct result of an Empire State College degree. A supervisor of radiology added, "I find that I am given more respect by my superiors and

my suggestions are given more consideration than before." Lastly, a Manhattan graduate asserted, "I am unequivocally uninhibited now, in involving myself in anything where I think a degree may be of some importance."

Most Important Benefit Gained

Metropolitan graduates were asked what was the single most important benefit they obtained as they looked back on their ESC education. Responses to this question were coded into four benefit categories: developmental (28 percent of all responses), academic (39 percent), professional (20 percent), and programmatic (7 percent). (See Table 8, Appendix for full list).

Under the category of developmental benefits, ten percent reported improved self-confidence as the most important benefit; five percent cited improved self-discipline; and five percent reported increased self-satisfaction and motivation. Illustrating these developmental benefits are the following group of graduates' comments:

> A vice president in the hospitality industry: "distinct feeling of pride and confidence as well as the ability to go on to graduate work."
>
> A full-time student working toward a second master's degree: "Strengthened my ability to be self-directed, enhanced personal initiative, allowed continual exploration of learning requirement and needs."
>
> A consultant in agricultural education: "Studies in the theory of organization and public administration made sense of a 39 year career in a public agency, and provided a clear understanding of parallels in bureaucracies in public and private sectors."
>
> A counselor in psychology/thanatology: "The ability to determine what I need and then to get what I need. -- The sense of 'CAN DO.'"
>
> A lifelong actress said: "An assessment of my life from the viewpoint of educational accomplishments--a vindication of my discomfort with conventional education."
>
> A medical cytologist: "Self-confidence along-side the energy to work harder."

Within the category of academic benefits, 15 percent of the graduates cited as the most important benefit of an ESC degree the obtaining the actual degree, certification, or credibility. Nine percent cited extending their knowledge and interdisciplinary understanding, and an additional 6 percent mentioned the quest for further knowledge. The following comments from the graduates illustrate these three academic benefits:

> A College administrative assistant for CUNY: "Does a B.S. in music from State University of New York sound good enough? It does to me!"
>
> A woman who has earned a Ph.D. in psychology: "Ability to think and write effectively at a post-graduate level."
>
> A program director for a major university's liberal arts program: "Ridiculously enough--that little piece of paper called a Bachelor of Arts. (I will always appreciate Empire State for allowing me to substitute independent study for "classroom instruction."
>
> An assistant vice-president for a major banking institution said: "The degree!!! The recognized credentials!!! I was doing the job, but hadn't gone through the "proper" rites of passage. I was, in the early 70s, what is now known as a "displaced homemaker."
>
> A woman who works for a public school system: "The B.A. and the sense of security that it brings in applying for jobs."

Under the professional category, positive relationships with mentors were cited most frequently (9%), although there were several other important benefits mentioned. The comments below reflect a sample of the professional gains.

> A woman with a master's degree in social work: "...that my mentor--was superb--the icing on the cake. His style helped me complete courses and prepared me for graduate school."
>
> A full-time instructor of English at a New York university: "My mentor's perceptive choice of type of degree (Literature & Critical Writing) is now bearing fruit. It has helped me to qualify for my present position."
>
> A mental health therapist said: "Having a mentor who not only did I learn from, but who encouraged and supported me."

The following two excerpts illustrate the innovative program of the college cited by Metropolitan graduates: A man who holds an M.S.W. and practices psychotherapy: "1. Speed in graduating with a B.S. 2. Flexibility of course work. 3. Credit for previous experience. 4. Credit for practicum and internships." A clinical social worker in a veteran's administration medical center: "Created my own way of earning my college degree as well as learning to structure my own studies and schedule my own time."

In the 1975 survey, ESC graduates were asked to identify their single most important learning experience at the college. Similar responses were given: 44 percent said developmental benefits were most important contrasted to 28 percent of the MRC graduates (Table 8, Appendix); 33 percent cited academic benefits compared to 39 percent at MRC; 10 percent cited professional benefits compared to 20 percent at MRC; and 10 percent cited programmatic features as did 7 percent at MRC (see ESC Students, November 1976, Table 1). Nine years after the 1975 survey, Metropolitan graduates were reporting similar benefits from their ESC educational experiences with the possible exception of fewer developmental benefits.

A FEW CONCLUDING OBSERVATIONS

The results of tabulating recent Metropolitan alumni forms show several interesting patterns. First, there is a clear and significantly larger commitment by Metropolitan graduates to pursue advanced levels of education and obtain certificates representing additional study beyond the baccalaureate degree than the College-wide average (see Alumni Office tabulation, June 1984). For a college that is primarily serving working, middle-aged adults who were not able to earn a college degree earlier in their lives, the fact that over half of the center's graduates have completed or are presently completing advanced degrees is remarkable. The Metropolitan experience

demonstrates well the conclusion of much research on adult learners: completing one degree reinforces and strengthens the desire of adults to pursue further education. An intriguing minority (10 percent) of Metropolitan's graduates hold two advanced level degrees.

Second, Metropolitan graduates are more likely to be employed in the fields of business and social services in professional, supervisory and self-employed positions than the average ESC graduate (1975 survey). Forty percent of the Metropolitan graduates identified major employment changes as a result of earning an ESC degree--new jobs, new careers, job promotions, more responsibility and so on. There is a strong relationship between those graduates continuing their education and those same individuals reporting very important occupational achievements. Success in one area fosters success in another.

Finally, developmental and personal benefits take on major significance for over one-quarter of the graduates. Although not formally a part of their ESC educational objectives or contract studies, graduates report consistently that the single most important benefit from their ESC education was improved self-confidence, improved self-evaluation, increased self-fulfillment, and an enhanced self-discipline. These developmental benefits for a substantial minority of the graduates seemed to reinforce the educational and occupational outcomes which were found mutually reinforcing earlier. What emerges from these graduates' statements is a tripartite set of outcomes--educational, occupational, and developmental--that are mutually reinforcing and self-generating. According to the graduates, the educational program at the Metropolitan Regional Center is having very important impacts upon their lives and futures.

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Office of Research and Evaluation, "ESC Students: Employment Opportunities and Difficulties," ESC, October 1979.

Office of Research and Evaluation, "ESC Students: Graduates' Evaluation of ESC Learning Experiences." ESC, November 1976.

TABLE 1

Graduate Schools Attended

Public Institutions - New York State	N	% of Total
CUNY: Hunter College	11	15
CUNY: Brooklyn	2	3
CUNY: Richmond College	1	1
CUNY: Queens	1	1
Cornell University: I & LR	1	1
SUNY: Buffalo	1	1
Subtotal	17	22
Private Institutions - New York State		
New York University	8	11
Fordham University	6	8
The New School for Social Research	5	7
Long Island University - C.W. Post	4	5
NY Institute of Technology	2	3
Adelphi University	2	3
Yeshiva University	2	3
College of Insurance	2	3
Bank Street College	1	1
Union College	1	1
Wagner College	1	1
Dowling College	1	1
Pace University	1	1
St. Joseph College	1	1
Pratt Institute	1	1
Subtotal	38	51
Out-of-State Institutions		
Florida International University	2	3
Goddard College	2	3
Nova University	2	3
Walden University	2	3
Rutgers University	2	3
University of Hawaii	1	1
Adams State College (Colorado)	1	1
American University	1	1
Wurzweile School of Social Work	1	1
Fairleigh Dickenson	1	1
Ohio University	1	1
International College	1	1
San Francisco State University	1	1
Sacramento State University	1	1
University of California at Berkeley	1	1
Subtotal	20	27
Grand Total	75	100

Source: Alumni Office Survey, Update Form, Fall 1982, 1983, 1984. The total number of graduate schools attended (75) exceeds the number of individuals attending and completing graduate programs (61) because fourteen people attended two or more programs.

TABLE 2

Type of Degree Earned (or Presently Pursued)

Type of Degree	N	% of Total
M.S.W.	15	23
M.A.	15	23
M.S.	8	12
Ph.D.	5	8
M.B.A.	5	8
M.Ed.	2	3
M.P.S.	2	3
M.P.A.	1	1
M.M.H	1	1
D.P.A	1	1
M.S.V.I.	1	1
J.D.	1	1
M.F.A	1	1
M.M.	1	1
Certificate Program	7	11
Total	66	98

Source: Alumni Office Survey, Update Form, Fall 1982, 1983, 1984.

TABLE 3

Year Graduate Degree Completed

Year	N	% of Total
Currently enrolled (1984)	16	20
1984	4	5
1983	6	8
1982	8	10
1981	11	14
1980	5	6
1979	12	15
1978	8	10
1977	6	8
1976	2	2
1975	2	2
Total	80	100

Source: Alumni Office Survey, Update Form, Fall 1982, 1983, 1984.

TABLE 4

Specific Academic Fields Studied by Program Categories*

Social Sciences		
Social Work	22	
Psychology	7	
Political Science	2	
History	2	
Clinical Psychology	2	
Counseling Psychology	1	
Criminal Justice	1	
Sociology	1	
Human Res./Planning/Dev.	1	
Forensic Psychology	1	
Subtotal	40	(44%)
Education		
Ed.--Teaching Certificate	5	
Guidance Counseling	2	
Child Care	1	
Art Education	1	
Elementary Education Adm.	1	
Communication in Education	1	
Subtotal	11	(12%)
Fine Arts and Humanities		
Theatre and Drama	2	
Fine Arts	2	
Music	2	
Speech	1	
Arts and Photography	1	
Arts Administration	1	
English as 2nd Language	1	
Philosophy	1	
Russian Language	1	
Subtotal	12	(13%)
Business and Economics		
Business/Management	6	
Industrial Relations	3	
Finance	2	
Subtotal	11	(12%)
Health Services		
Sports Medicine	1	
Mental Health	1	
Health Care	1	
Psychological Rehab.	1	
Community Psychology	1	
Art Therapy	1	
Subtotal	6	(7%)
Professional Schools		
Law	3	
Pastoral Counseling	1	
Catholic Theology	1	
Subtotal	5	(5%)
Public Affairs and Services		
Public Administration	2	
International Affairs	2	
Subtotal	4	(4%)
Science and Technology		
Bacteriology	1	
Botany & Ecology	1	
Subtotal	2	(2%)
Grand Total	91	(100%)

Source: Alumni Office Survey, Update Forms, 1982-84.

*The specific subject studied was initially designated by the graduate. Subjects were grouped according to the HEGIS categories as stated in the Program Classification Structure Manual, National Center for Higher Education Management Systems, Boulder Colorado, 1972.

TABLE 5

Metropolitan Graduates' Occupations in 1984 and ESC Graduates' Occupations in 1975

Occupational Category	1984 Survey N	%	1975 ESC Survey N	%
Professional	42	(29)	167	(28)
Semi-Professional	11	(8)	104	(18)
Executive	6	(4)	4	(1)
Supervisor/Public Official	41	(28)	141	(24)
Technical	7	(5)	31	(5)
Small Business Owner/ Self-Employed	7	(5)	12	(2)
Sales	1	(1)	9	(2)
Clerical	3	(2)	12	(2)
Skilled/Semi/Unskilled Trade	1	(1)	20	(4)
Homemakers	0	--	30	(5)
Retired or Other	8	(6)	27	(4)
Unemployed	14	(9)	34	(5)
Full-time Students	3	(2)	--	--
Total	144	100	591	100

Source: Alumni Office Survey, Updated Form, 1982-84 and ESC Students: Work Experiences and the ESC Degree, GR 13, October 1976. The occupational classification scheme used here is adapted from the U.S. Bureau of the Census framework and elaborated to fit the particular occupational backgrounds of ESC students.

TABLE 6

Occupational Fields of Metropolitan Graduates

	N	%
Education		
Administration	11	10
College Teachers	6	6
Counseling	4	4
School Teachers	4	4
BOCES Tech. Training	1	1
Subtotal	26	25
Business		
Administration	6	6
Sales	4	4
Publishing	3	3
Self-employed	3	3
Banking	2	2
Insurance	2	2
Production	2	2
Public Relations	2	2
Hospitality	1	1
Security	1	1
Advertising	1	1
Accounting	1	1
Investing	1	1
Subtotal	29	29
Medical Health		
Occupational Therapy	10	9
Instruction/Counseling	5	5
Administration	4	4
Health Care	3	3
Registered Nurse/Nursing	2	2
Subtotal	24	23
Social Services		
Social Workers	9	9
Counselors/Trainers	7	7
Administration	2	2
Transportation	1	1
Subtotal	19	19
Professional		
Law Enforcement	2	2
Law	1	1
Ministry	1	1
Subtotal	4	4
Government		
State	1	1
Federal	1	1
Subtotal	2	2
Labor		
Unions	1	1
Fine Arts	1	1
Grand Total	106	100

Source: Alumni Office Survey, Update Form 1982-84. Twenty-five graduates did not have occupational titles (e.g. unemployed, retired) which could be used to classify them into an occupational field and 13 others did not have sufficient information to be classified into a field.

TABLE 7

Direct Impact of Earning an ESC Degree

Employment	N	%
Obtain a Job	18	12
Job Promotion	15	10
Increased Career Paths	12	8
Increased Professional Status	8	5
Increased Job Responsibilities	4	3
Improved Job Security	2	1
Gained Working Contacts	1	1
Subtotal	60	40
Education		
Entered/Completed Graduate School	25	17
Encouraged Continuing Studies	13	9
Took Accreditation Exam	2	1
Subtotal	40	27
Personal		
Nothing Happened	8	5
Increased Confidence	6	4
Personal Enrichment	6	4
Pursued Other Interests	5	3
More Respect/Autonomy	5	3
Success	2	1
Subtotal	32	20
No Answer	17	12
Grand Total	149	99

Source: Alumni Office Survey, Update Forms, 1982-84. A total of 149 Responses exceeds the number of graduates (144) because some graduates cited more than one outcome.

TABLE 8

Single Most Important Benefit Metropolitan Graduates Obtained

Most Important Benefit	N	%
Developmental		
Improved self-confidence	18	10
Increased self-satisfaction/motivation	10	5
Developed self-discipline	9	5
Encouraged independent work/thought	8	4
Improved self-evaluation/goals/strengths	5	3
Friendship	2	1
Subtotal	52	28
Academic		
Obtained degree/certification/credibility	27	15
Extend knowledge/interdisciplinary understanding	16	9
Quest for further knowledge (graduate education)	11	6
Developed writing skills	9	5
Create/plan own learning experience	5	3
Improved teaching skills, research skills	5	3
Subtotal	73	39
Professional		
Relations with mentors as teachers/models	17	9
Obtained a job	10	5
Enhance career; greater respect from supervisors	8	4
Became involved in community	2	1
Subtotal	37	20
Program Features		
Combine academic study/work	7	4
General features (learn at own pace, assessment)	5	3
Credit for prior learning	1	--
Subtotal	13	7
No Answer	10	5
Grand Total	185	100

Source: Alumni Office Survey, Update Forms, 1982-84. The total number of responses (185) exceeds the number of graduates (144) because several graduates gave more than one response.